

Annual Report

2006-2007





The Cumberland College 2006-07 Annual Report is dedicated in memory of Julien LeStrat for his lifelong contributions to education. Julien spent his career as a school teacher. Upon his retirement he continued with his commitment towards education by tutoring students and by being an active member of the Cumberland College Board.

Vision

Cumberland College will be the first choice for adult education and training in North Eastern Saskatchewan.

Mission

Cumberland College is committed to providing quality lifelong learning opportunities today that prepare individuals and communities for tomorrow.

Values

At Cumberland College we are committed to providing quality programs and services that are accessible, affordable, and flexible.

The values the College reflects in its practices are:

- ▶ Learner Centered
- ▶ Accessible
- ▶ Community Focused
- ▶ Accountable
- ▶ Ethical
- ▶ Responsive
- ▶ Quality
- ▶ Innovative
- ▶ Collaborative
- ▶ Inclusive

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Message from the Board Chairperson

CUMBERLAND COLLEGE

Education and training is fundamental to the advancement of individuals, communities, and society. Cumberland College plays a pivotal role in providing needed education and training to the citizens and communities in northeastern Saskatchewan in the advancement of the socio-economic development of the region, province, and nation. This breadth and depth of involvement is a tribute to the faculty and staff of the College.

□ Nipawin
P.O. Box 2225
Nipawin SK
S0E 1E0
P 862-9833
F 862-4940

The College Board is responsible for the stewardship of the College, ensuring that the goals and objectives articulated in the business plan are fulfilled. The Board is proud to present the Annual Report which highlights key activities and accomplishments during 2006-07.

□ Melfort
P.O. Box 2320
Melfort SK
S0E 1A0
P 752-2786
F 752-3484

The Board met for 9 regular meetings and 4 special meeting throughout 2006-07. The Board ensured that the strategic directions of the College were being effectively achieved and that the College was effectively expanding its capacity in the delivery of education and training. Activities such as increasing access through the utilization of technology enhanced learning, working with First Nation communities, augmenting business and industry programming, and restructuring the Management Team were integral to this expansion.

A primary function of the Board is to establish College policy. In 2006-07 the Board reviewed a third of all policies to ensure the policies reflected the College's values and were forward thinking. The Information Technology Risk Assessment policy was also approved.

The Board participated in three governor development forums that addressed a broad spectrum of issues pertinent to the governance of post secondary institutions.

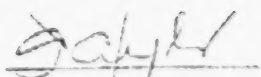
□ Tisdale
P.O. Box 967
Tisdale SK
S0E 1T0
P 873-2525
F 873-4450

The Board attended a number of functions throughout the year to celebrate the accomplishments of students and staff. The Board presented at the Scholarship and Graduation ceremonies as well as at the Staff Long Service Award ceremony.

□ Hudson Bay
P.O. Box 207
Hudson Bay SK
S0E 0Y0
P 865-2175
F 865-2314

The College Board is proud to present the 2006-07 Annual Report.

Sincerely,



Maurice Taylor
Board Chairperson



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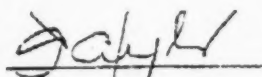
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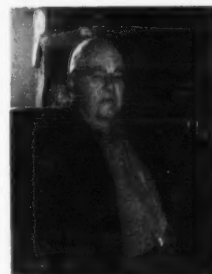
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Sincerely,



Maurice Taylor
Board Chairperson





Back row: Maurice Taylor, Rosalie Daisley, Armand Thibodeau & Elton Head
 Front row: Valerie Mushinski & Mary Ellen Davis

Maurice Taylor, Chairperson
 Don Hovdebo, Vice Chairperson
 Armand Thibodeau
 Rosalie Daisley
 Mary Ellen Davis
 Elton Head
 Julien LeStrat

Tisdale
 Birch Hills
 Nipawin
 Hudson Bay
 Melfort
 Red Earth
 Tisdale

2006-2007 Board Activities

Board Meetings:

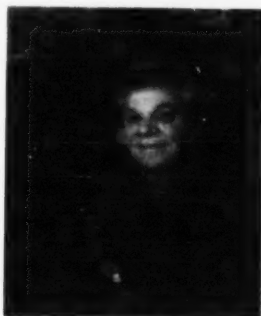
Regular Board Meetings: 9
 Special Board Meetings: 4
 Annual Board Meeting was conducted on September 26, 2006

Board Appointments:

ASRC Representative: Maurice Taylor
 Signing Officers: Maurice Taylor, Armand Thibodeau



Don Hovdebo



Julien LeStrat



Cumberland College is a publicly funded institution that is committed to annually reporting the ways in which it responds to the educational needs of the citizens, businesses, organizations, and communities in the northeast region of Saskatchewan.

The mission of the College is to provide quality lifelong learning opportunities today that prepare individuals and communities for tomorrow. We are committed to providing quality programs and services that are accessible, affordable, and flexible.

The goals and objectives of the Strategic Plan focus on

- ▶ Learners' success;
- ▶ A seamless continuum of formal and informal learning opportunities;
- ▶ Inclusiveness; and
- ▶ Community and economic development.

Highlights in 2006-07 include:

The College engaged in a variety of provincial key initiatives that enabled the Regional Colleges to be a cohesive system. Examples of these key initiatives are: Basic Education Curriculum Redesign, the Canadian Agriculture Skills Services (CASS) program, and collective bargaining to name a few.

The College partnered with 11 organizations to develop a regional needs assessment that provided the direction for educational programming. This document is used widely throughout the northeast region.

The College partnered with Aboriginal groups in a variety of programs and services both on and off reserve. Enrollment of Aboriginal learners increased in both the Adult Basic Education and Technical programs. There were 17% self declared Aboriginal students in Institutional credit programs and 70% self declared Aboriginal students in Adult Basic Education credit programs.

The College also engaged in community development activities that fostered inclusiveness and labour market engagement for aboriginal people. The College was, and continues to be, a key stakeholder in the Aboriginal Employment Development Partnership Agreement for Nipawin and area.

The College partnered with Kelsey Trail Health Region to deliver programming to enable aides to acquire certification in the Continuing Care Assistant program.

Enrollment in Industry Credit programming increased significantly with 82% of the Business and Industry programming being industry credit.

The University retention rate was 98%.

The College, in collaboration with the Regional Intersectoral Committee, conducted an assessment of literacy services in the North East Region. This assessment enabled the College to begin the development of a Community Literacy plan for the region.

The College, in partnership with Citizen and Immigration Canada and Saskatchewan Immigration, provided English as a Second Language programs to new immigrants.

The College continued to advance the utilization of educational technology throughout the College's programming and services. Faculty and staff used videoconferencing, content manager, and virtual counseling to augment their practice and enhance access. Technology enhanced learning is now an integral part of the College's educational delivery strategy.

Provision of services to the public increased primarily in response to Canadian Agriculture Skills Service clients' request for service.

The scholarship and bursaries were given to 50 students for a value of \$39,500.


The student satisfaction survey indicated 88% rated their experience with the College as very good to excellent.

The College and North East School Division embarked on semi-annual meetings to address collaborative initiatives.

The College restructured its Management Team to address an enhanced focus on business and industry, increased Adult Basic Education programming, and marketing the College.

The College successfully completed its strategic plan and established a new five year strategic plan beginning in 2007, to be completed in 2012.

In the coming year the College will continue to provide programs and services that are consistent with the overall direction of the Department of Advanced Education, Employment, and Labour and the direction of College's strategic plan. The unique needs of the region will continue to be the focus in program and service delivery. Expanding partnerships within communities and with business and industry will be integral to the College's success in the coming year.



Valerie Mushinski, Chief Executive Officer
Cumberland College

Programs

Cumberland College delivers a wide range of post-secondary programming in partnership with the University of Saskatchewan, the University of Regina, Saskatchewan Institute of Applied Science and Technology, Lakeland College, as well as other post-secondary institutes.

College programs are delivered in response to community and industry needs which are identified by the College and their partners through the Regional Needs Assessment process. These programs include:

- ▶ Post-secondary programs;
- ▶ Adult Basic Education;
- ▶ Literacy; and
- ▶ Employment specific training courses.

Services

The College provides residents within the region with access to a full range of career services such as:

- ▶ Career planning;
- ▶ Career assessment;
- ▶ Academic advising;
- ▶ Exam invigilation; and
- ▶ Assistance with student financial planning.

In 2006/07, the Cumberland College Scholarship program provided scholarships to students in the amount of \$39,500.

Students also have access to web-based programs through the College's Technology Enhanced Learning (TEL) sites at each centre. Learners in these programs are supported by the College's Learner Services and Information Technology staff.



Scholarship Recipients - 2006-07

The 2006/07 program year marked the final year of the Cumberland College strategic plan. In 2006/07, the College focused on several key initiatives that were identified in this plan to lead the College in achieving its targets.

Goal: Learners Succeed

Objectives:

- ▶ To facilitate learning that is learner/client centered, flexible, and adaptable.
- ▶ To implement learner services that assist in overcoming barriers to learning.
- ▶ To incorporate technology and blended learning into programs and services.
- ▶ To increase access to programs, services, and resources for learning.
- ▶ To be recognized as a learner-centered organization.

Goal: A Seamless Continuum of Formal and Informal Learning Opportunities

Objectives:

- ▶ To incorporate Recognition of Prior Learning.
- ▶ To facilitate partnerships between high school programs and College programs and services.
- ▶ To research the feasibility of implementing two year programming.
- ▶ To participate in sector planning and/or partnerships to support the students in the transition from learning to work



Goal: Inclusiveness

Objectives:

- ▶ To prepare the region for a representative workforce through education and training programs.
- ▶ To assist clients/students with barriers to increase their participation in the workforce.
- ▶ To create and maintain successful partnerships with equity group representative organizations and funding agencies.
- ▶ To recruit and retain clients/students from target groups (low income, older workers, youth), and equity groups (aboriginal, special needs, visible minorities, women in non-traditional trades).

Goal: Community and Economic Development

Objectives:

- ▶ To be a catalyst in community and economic development at a regional and local level.
- ▶ To develop a skilled labour force for the future by providing focused skill training programs that support regional economic development and align with industry needs.
- ▶ To increase capacity through delivery of innovative programs and services.
- ▶ To improve the technological infrastructure Of the College through research and innovation.

Key initiatives and performance measures for each Goal are reported adjacent to their respective programs.

In 2007 the College began development of a new 5 year strategic plan for 2007-12. The goals of this plan are:

- ▶ College of Choice for Learners and Employers
- ▶ Learners Succeed
- ▶ Building Communities by Supporting Labour Market Initiatives
- ▶ Business Approaches to Enhance the College

Adult Basic Education Credit Programs

Adult Basic Education (ABE) programs are designed for adults who did not complete their education in the regular school system. The ABE program consists of four different options for adults to complete or upgrade their secondary education:

- ▶ Adult 5 – 10
- ▶ Adult 12
- ▶ GED 12
- ▶ GED Testing

Program Objectives:

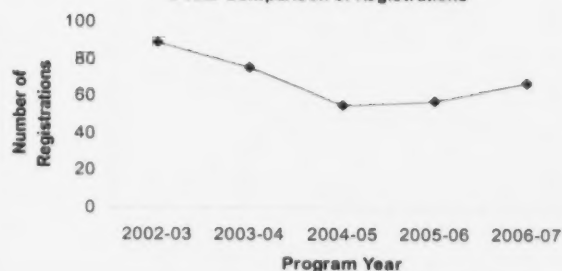
ABE programs provide learning opportunities designed to:

- ▶ Acquire and develop literacy and numeracy skills.
- ▶ Acquire the necessary academic pre-requisites in preparation for access to further post-secondary education and skills training opportunities, as well as employment and workplace training opportunities.
- ▶ Develop living and social skills.

Adult Basic Education 2006-2007
Percentage of Registrations by Program Type



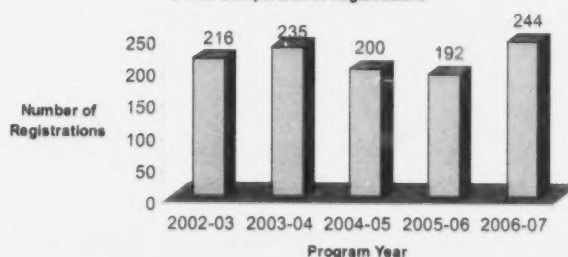
GED Test Sitings
5 Year Comparison of Registrations



2006/07 Highlights:

- ▶ In partnership with Parkland Regional College, Psychology 30 and Information Processing 30 were offered via an online format. ABE students from Nipawin, Melfort, Tisdale, and Hudson Bay had regular contact with the instructor through the use of online tools.
- ▶ Chemistry 20 and 30 were offered via videoconferencing from Nipawin to the Melfort and Tisdale sites.
- ▶ Adult 5-10 programs were offered on-reserve at both James Smith and Red Earth First Nations. All students who completed the program were provided with seats in the Adult 12 programs in Melfort and Nipawin as well as in the Technical programs.
- ▶ An evening Grade 12 upgrading program was provided on a regional basis through video-conferencing in Melfort, Tisdale, and Nipawin. English B30 as well as Mathematics A 30 and B30 were offered to students in the College region.
- ▶ Successfully delivered Psychology 30 online to students in Melfort, Nipawin, Tisdale, and Hudson Bay.
- ▶ Implemented Life/Work Studies as a compulsory 5th credit for Adult 10.
- ▶ Cumberland College ABE instructors were involved in numerous ABE Redesign activities, including the piloting of the Science 10 curriculum.
- ▶ An assessment process was developed to determine the computer skills of all ABE students. Training was then delivered to ensure all students had basic computer skill competencies.

Adult Basic Education Credit
5 Year Comparison of Registrations



Adult Basic Education Credit Programs

Goal: Learners Succeed

ABE Credit	2003-04 Baseline	2006-07 Target	2006-07 Actuals
Total Enrolment (includes casual; distinct bodies)	215	186	244
Participation Rate (% of total College enrolment)	41%	36%	41.9%
Student Enrolment (expressed in Full Load Equivalents)	143.4	153.1	159.9
Graduates (full time and part time; casual not included)	60	64	55
Graduation Rate (% of those graduated, casual not included)	30%	34.4%	22.5%
Completers (full time and part time only, casual not included)	83	64	74
Completion Rate (% of those completed; casual not included)	39%	34.4%	30.3%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	71%	51.3%	38.5%
Pursuing Further Training (based on number contacted)	90	55	16
Pursuing Further Training (% of those contacted)	85%	58.5%	67%

Notes: -Baseline numbers included both completers and graduates. 2006-07 values only include graduates.
 -2006-07 Actuals include only full time graduates. The baseline and target numbers were calculated based on both part time and full time.



Goal: Inclusiveness (for self declared Aboriginal students)

ABE Credit	2003-04 Baseline	2006-07 Target	2006-07 Actuals
Aboriginal Participation Enrolment Rate (% of aboriginals enrolled in programs)	60.9%	70.4%	70.5%
Graduation Rate (among all graduates)	65.6%	57.8%	65.5%
Graduation Rate (among aboriginal graduates)	29.4%	28.2%	20.9%
*Employment Rate (among aboriginals only)	58.3%	50%	50%
*Pursuing Further Education Rate (among aboriginals only)	80.8%	75%	84.6%

Note: * Actuals and targets include full time students only, baseline includes both full time and part time.

Adult Basic Education Non-Credit Programs

Adult Basic Education non-credit programs are designed to assist adults in acquiring the knowledge and skills needed for employment, to prepare them for further academic study, and to enhance their living and social skills. In order to meet the education, training, and employment needs of the region, the following non-credit programs are offered:

- ▶ Adult Literacy; and
- ▶ English Language Training (ELT) or English as a Second Language (ESL).

2006/07 Highlights:

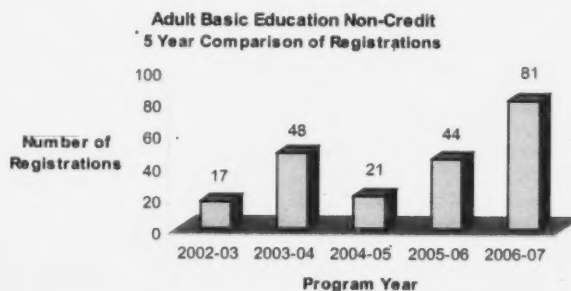
- ▶ A Family Literacy program was offered in Nipawin with support from Advanced Education and Employment and Kids First.
- ▶ Citizenship and Immigration Canada and Saskatchewan Immigration provided funding for an ESL program in Tisdale. The main target group for this program was immigrants from the Ukraine.
- ▶ Literacy tutors provided support to learners at four campus locations.
- ▶ Cumberland College, in partnership with the Regional Intersectoral Committee, received funding from the Saskatchewan Literacy Commission to develop a Community Literacy Plan.
- ▶ Two programs of Adult Literacy Level I and II were piloted in Melfort and Nipawin. These programs provided learners with a refresher course in basic communications and mathematics prior to entering the ABE Grade 10 program.

Goal: Learners Succeed

Performance Measure	2003-04 Baseline	2006-07 Target	2006-07 Actuals
Total Enrolment (includes casual; distinct bodies)	48	51	81
Student Enrolment (expressed in Full Load Equivalents)	2.1	41.9	48.7
Completers (Full and Part time only: casual not included)	47	50	*39
Completion Rate (% of those completed, casual not included)	98%	98%	*49%
Pursuing Further Training (based on number contacted)	7	N/A	N/A

NOTES: * Completers and Completion Rate: low number and percentage is due to a high withdrawal

- ▶ Partnered with Saskatchewan Immigration, Canada Immigration, and Northern Steel to deliver the LINC project in Tisdale.
- ▶ Partnered with the Regional Intersectoral Committee to do an assessment of literacy services in the North East region.



Skills Training Credit Programs

Skill Training credit programs are designed to provide training required for jobs in the labour market and to provide equitable access to credit training for rural residents. The amount and types of training provided are identified through the Regional Needs Assessment process, involving consultation from labour market partnerships. These programs are funded through the Saskatchewan Skills Extension Program, Job Start Future Skills, as well as many industry partnerships.

Skills training credit programs include:

- ▶ Vocational/Technical institute credit programs;
- ▶ Vocational/Technical industry credit programs; and
- ▶ Apprenticeship and Trade programs.

Program Objectives:

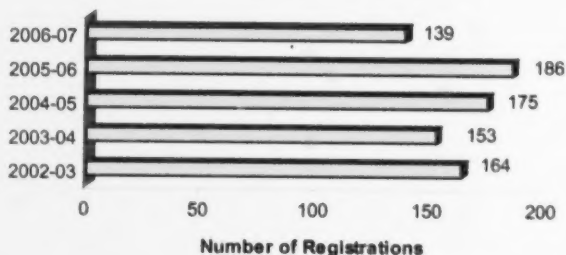
- ▶ To provide accredited full-time and part-time technical and vocational skill training opportunities to adults in the region.
- ▶ To provide upgrading of technical and vocational skills to employees and employers.
- ▶ To provide retraining to adults seeking new employment opportunities.
- ▶ To increase access to and ensure skills training is timely and relevant to industry and community employment needs.
- ▶ To assist low income learners to access training close to home.
- ▶ To provide a pool of skilled labour for business and industry.
- ▶ To provide training for potential business and industry considering locating in the region.
- ▶ To provide training to individuals who are currently unemployed in order to develop their skills to find sustainable employment.
- ▶ To work in cooperation with First Nation and Métis groups in the College region to promote equity, fairness, and diversity.



2006/07 Highlights:

- ▶ Partnered with First Nations groups to address the demand for Teacher Assistant certification for individuals working in First Nations schools.
- ▶ Increased the number of training opportunities for Practical Nurses in the region. The program capacity was increased to 10 students for the new intake.
- ▶ Partnered with local Rural Municipalities to deliver upgrader training in the Prince Albert region.
- ▶ Demand for Truck Driver Training in the region remained strong in 2006/07.
- ▶ The College responded to the health region's need for requiring all aides in the region to acquire certification in Continuing Care Assistant. Several programs were held in various locations on a full time as well as part time basis.
- ▶ Offered over 30 SIAST courses throughout the region via televised and online delivery.

**Institute Credit Programs:
5 Year Comparison of Registrations**



Skills Training Credit Programs

Goal: Learners Succeed

Skills Training Credit	2003-04 Baseline	2006-07 Target	2006-07 Actuals
Total Enrollment (includes casual; distinct bodies)	173	182	139
Participation Rate (% of total College enrollment)	33%	35.2%	23.5%
Student Enrollment (expressed in Full Load Equivalents)	78.4	115.1	79.4
Graduates (full time and part time; casual not included)	66		62
Graduation Rate (% of those graduated, casual not included)	42%	61%	45.3%
Completers (full time and part time only, casual not included)	87	53	65
Completion Rate (% of those completed; casual not included)	51%	29.1%	47%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	*87%	71.9%	84.2%
Pursuing Further Training (based on number contacted)	*6	5	6
Pursuing Further Education (% of those contacted)	*4.5%	5%	0%
Graduation Rate (Full time students only)	80%	61.0%	45.3%

Note:: *2003-04 numbers for employed and pursuing further training included both completers and graduates while 2006-07 values only include graduates.



Goal: Inclusiveness (for self declared aboriginal students)

Performance Measure	2003-04 Baseline	2006-07 Target	2006-07 Actuals
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	9%	16.5%	18.2%
Graduation Rate (among all graduates)	16%	18%	24.2%
Graduation Rate (among aboriginal graduates)	50%	45%	60%
Employment Rate (among aboriginals only)	100%	35%	*75%
Pursuing Further Education Rate (among aboriginals only)	0%	10%	*0%

Note: * Actuals include full time students only.

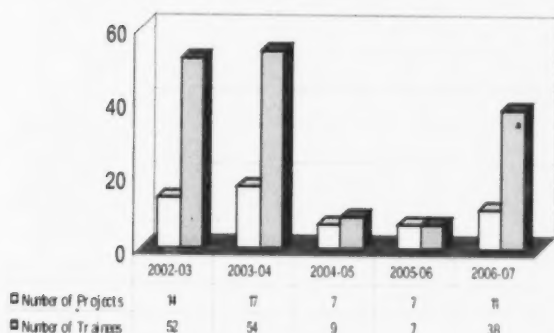


Job Start Future Skills

Skills Training Industry Credit Training

Work-based training is provided largely through the Job Start/Future Skills program. This program is designed to provide Saskatchewan businesses with an opportunity to train on-site in order to expand their business. Training is recognized through institutional credit, industry credit, or the Apprenticeship and Trade Certification Commission.

**Job Start Future Skills
5 Year Comparison of Programs and Registrations**



Job Start/ Future Skills Projects

Program Year	Distinct Employers	Contracts	Distinct Trainees	Trainee Outcomes				Department Funding (Paid Dollars)
				In Progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	
2004-05	7	7	9	0	8	0	1	\$40,396
2005-06	11	11	25	0	23	0	2	\$68,026
2006-07*	10	12	37	11	25	1	0	\$93,295

Note: 2006-07 Program Year results will appear inconsistent with previous years as contracts are still in progress and information is still being processed. Program Year is based on contract start date between July 1st and June 30th of a given year. Results include both Workbased Training for the Unemployed (WTU) and Workbased Training for the Employed (WTE) contracts. Department Funding includes dollars paid to employer and then reimbursed by Department of Advanced Education & Employment, excluding any administration fees. All counts of Trainees are based upon unique individuals. Query results run on September 12, 2007.

Industry credit programs are designed to provide business, industry, and individuals access to industry courses such as health and safety training, agriculture related courses, and other industry related training.

Goal: Learners Succeed

Performance Measure	2003-04 Baseline	2006-07 Target	2006-07 Actuals
Total Enrollment (distinct bodies)	233	276	519
Full Time and Part Time Enrollment			146
Casual Enrollment			373
Participation Rate (% of total College Enrollment)	17%	13.9%	25%
Student Enrollment (expressed in Full Load Equivalents)	24.8	33.3	129.9
Graduates (full time and part time)	78	65	142
Graduates (casual)			373
Graduation Rate (% of those graduated, casual not included)	90%	90.2%	97.3%
Completers (full time and part time)	*10	7	3
Completers (casual)			
Completion Rate (% of those completed; casual not included)	*11%	2.5%	0%

Note: 2006-07 targets were exceeded for Industry Credit Skill Programs in all enrollment categories. This is largely because of the continued increase in demand for safety related courses.

* Baseline included casual students however target and actuals do not include casual students.

Goal: Inclusiveness (for self declared aboriginal students)

Performance Measure	2003-04* Baseline	2006-07 Target	2006-07 Actuals
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	*5%	11.1%	13.7%
Graduation Rate (among all graduates)	*5%	46.2%	13.4%
Graduation Rate (among aboriginal graduates)	*100%	94.0%	95%
Employment Rate (among aboriginals only)	50%	35.0%	**0%

Note: * The baseline is based on a low number of students and a high graduation rate.

** Follow up is not completed on part-time and casual enrollments. There were no full time aboriginal enrollments in Industry Credit programs in 2006-07.

Skills Training Non-Credit Programs

Skills Training non-credit programs provide learning opportunities in the areas of business and industry, community and individual development, and other personal interest courses.

Program Objectives:

- ▶ To work collaboratively in assessing the training needs of individuals, businesses and industries in the region, and to develop programming to meet the identified needs.
- ▶ To expand relationships with specific target groups including business, industry, First Nations and Métis groups, and to deliver training to meet their needs.
- ▶ To utilize technology to enhance learning and increase accessibility.

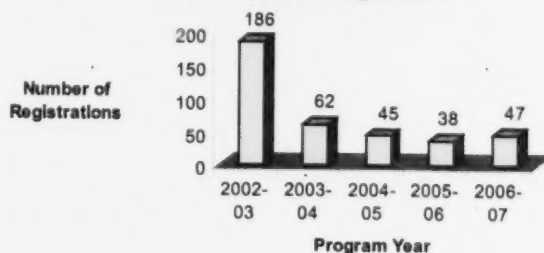
Goal: Learners Succeed

Performance Measure	2003-04 Baseline	2006-07 Target	2006-07 Actuals
Total Enrollment (includes casual: distinct bodies)	77	60	412
Student Enrollment (expressed in Full Load Equivalents)	33.7	41.9	28.3

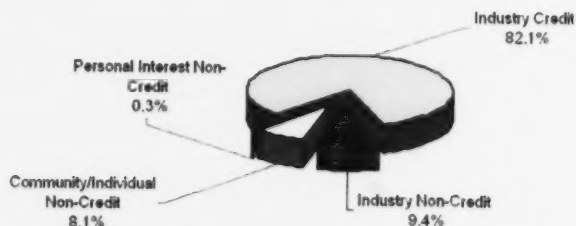
Note: Although the total enrollment actuals increased significantly in 2006-07, the corresponding FLE was low due to the numbers of course hours delivered. One FLE represents 240 hours.



Agriculture
5 Year Comparison of Registrations



Business and Industry
Participation Hours by Program Type



The University Program provides students in the region with a variety of courses from the University of Saskatchewan, the University of Regina, and First Nations University of Canada. These courses are delivered by several modes including traditional classes, audio-conferencing, tutor-enhanced, web-based, and televised. Students have access to a number of services to ensure their university experience is successful. The College offers the following services to students:

- ▶ Academic Counselling
- ▶ Scholarship and Bursary Program
- ▶ Career Counselling
- ▶ Computer Access
- ▶ Library Access
- ▶ Study Skills Workshops
- ▶ Writing Centre Services

Program Objective:

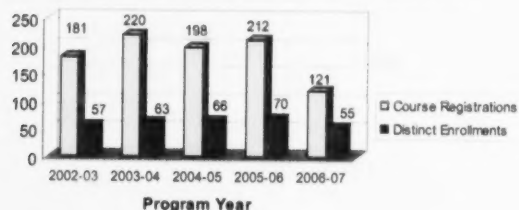
To offer a wide range of first and upper year university credit courses using a variety of delivery methods, program options, and delivery agents.

2006/07 Highlights:

- ▶ Cumberland College offered over 90 courses from the U of S, the U of R, and First Nations University of Canada.
- ▶ The College expanded its international recruitment efforts by sending representatives to attend education fairs in Kenya and Zambia.
- ▶ 98% of Cumberland College university students completed their courses.



University Programs:
5 Year Comparison of Distinct Enrollment vs Course Registrations



Goal: Learner's Succeed

Performance Measure	2003-04 Baseline	2006-07 Target	2006-07 Actuals
Total Enrollment	63	77	55
Participation Rate % of total College Enrollment	10	14.9%	9.5%
Student Enrollment (Expressed in FLE's)	32.3	25.9	21.6

Goal: Inclusiveness (for self declared Aboriginal students)

Performance Measure	2003-04 Baseline	2006-07 Target	2006-07 Actuals
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in University courses)	13%	11.4%	9.4%

Learner Services

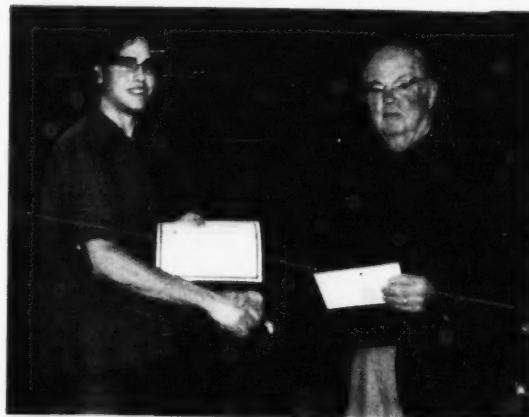
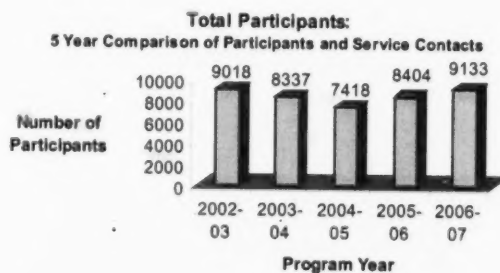
The primary focus of Learner Services is to provide programs and services that afford learners the maximum opportunity to succeed. Counsellors assist learners through a process of analyzing program and training options, self-assessment, goal setting, career planning, decision making, and critical thinking.

Program Objectives:

- ▶ To ensure counsellors are available and accessible to learners in all program areas and to prospective learners.
- ▶ To provide services and resources that will assist with learners' academic achievement and personal well being, as well as the development of learning and career plans.
- ▶ To provide learner support services for distance learners.
- ▶ To explore programs and combinations of programs which lend themselves to individual learning methods.

Learner Services Contacts:

	2005-06 Number of Contacts	2006-07 Number of Contacts
Learner Support:		
Exam Invigilation	319	319
Tutor Matching	130	129
Study Skills/Life Management	683	254
Technical Assistance	241	110
Employment Services	375	203
Employer Services	45	0
Total Learner Support Services	1793	1015
Counselling:		
Career	948	410
Academic	2004	1686
Financial	939	1339
Personal	593	833
Total Counselling Services	4484	4268
CASS contacts	906	2388
Total Number of Contacts	6277	7671



2006/2007 Highlights:

- ▶ Saskatchewan Agriculture and Food (SAF) extended its service agreement with the College to accommodate the demand of the Canadian Agriculture Skills Service (CASS) clients.
- ▶ Learner Services delivered a 2 day workshop on Thought Patterns for a Successful Career to SAF Regional Planning Specialists in Saskatoon. The successful delivery of this workshop led to a pilot of The Power of Change Workshop with CASS clients in February 2007.
- ▶ Learner Services was involved in 4 Transitions to Employment programs in partnership with CanSask. These programs have proven to be very worthwhile in helping students overcome multiple barriers, and moving closer to obtaining employment.
- ▶ Learner Service's Educational Technology Consultant worked with the ABE program area to develop Math A30 and Communications 10 online. These are invaluable resources in the delivery of online education to ABE classes at all 4 College sites.
- ▶ The Scholarship program was expanded in the 06-07 year and was well received by College students. Over 50 students applied for Centennial Merit and local scholarships with a total of \$39,500 being awarded at a scholarship ceremony in March 2007.



Goal: Learners Succeed

Performance Measure	2003-04 Baseline	2006-07 Target	2006-07 Actuals
Student Satisfaction Surveys (Very Good to Excellent)	82%	90%	88%
Number of Scholarships and Bursaries (actual number awarded)	28	40	50
Value of Scholarships and Bursaries (actual amount awarded)	\$14,300	\$30,000	\$39,500

Goal: A Seamless Continuum of Formal and Informal Training

Performance Measure	2003-04 Baseline	2006-07 Target	2006-07 Actuals
Number of Exams Invigilated	330	300	283
Total Participant Hours	294,138	291,223	*284,798

Note: *Total Participant Hours were lower than expected in 2006/07. This is due to unusually high rate of departure of students early in the program year.

Technology Enhanced Learning

Technology Enhanced Learning (TEL) is integrated into all dimensions of Cumberland College, including academic and career counseling, student support, instructor in-service, program development, and program delivery. TEL enables the College to serve the needs of our students by ensuring that rural and northern learners have the same access to courses, technological tools, networks, and expertise available to their urban counterparts.

Key Accomplishments:

Building College internal capacity to develop and deliver distance education was accomplished through:

- ▶ Providing training and professional development with College staff to increase awareness and use of technology such as Smart Board, Adobe Connect, and Moodle for both distance education and face to face instruction.
- ▶ Continuing research, design, delivery, and evaluation of online courses such as ELA A30, Psy 30, IP 30.
- ▶ Continuing research and development of CRC Online to provide asynchronous training for non credit courses with business and industry.
- ▶ Education Technology consultant presented the eLearning Networks concept paper to Regional Colleges Senior Academic Officers Committee and Chief Executive Officers Council. The concept paper identifies a method that the colleges can use to deliver and share online courses.

Provincial college's forming communities of practice in order to collectively build capacity in educational technology and distance education was accomplished through:

- ▶ Establishing a provincial Moodle site which ABE instructors access.
- ▶ Providing a provincial repository for online resources to be housed and accessed by colleges.
- ▶ Sharing of online courses with other colleges such as IP30, Law 30, Psy 30, and ELA A30.



Formation of partnerships:

- ▶ Developed a computer applications online assessment tool for business and industry through a partnership with Northern Steel.
- ▶ The College piloted a project with AE&E to host distance delivery courses using Moodle.

Issues and Trends:

Issues for students are:

- ▶ Access to online courses;
- ▶ Understanding technologies and applications; and
- ▶ Need for more support.

Solutions to the issues are:

- ▶ Development of online courses.
- ▶ Creation of the "eLearning Networks" concept to support a systemic approach to distance education throughout the regional colleges.
- ▶ Orientating online students to tools like Adobe Connect and Moodle.
- ▶ Providing facilitator support at each location participating in distance education.
- ▶ Providing student support.

Lessons learned:

- ▶ Due to the cost, time and expertise required, a systemic approach is necessary for the regional college system to successfully participate in distance education.
- ▶ The ET Consultant's position was increased from .75 FTE to 1.0 FTE in the 2006-07 year in order to provide increased support to College clients and students.

Trends:

- ▶ There is a need for flexibility and alternative delivery methods of non-credit courses. CRC on-line accommodates learners unable to take face to face classes, particularly business and industry clients and CASS clients.
- ▶ Online learning will continue to grow in the area of university programming. Delivery modes such as televised, online, and video conferencing provide greater accessibility to students, and allow the College to offer courses that would not be affordable by traditional means.
- ▶ ABE will continue to offer video conference, online, and blended learning courses regionally to accommodate the needs of students in courses with lower Enrollments.
- ▶ The College will continue to increase capacity with online courses and will develop sharing protocols with other Colleges to avoid duplication of service. Video conferencing, online, and blended delivery options continue to expand and maximize course offerings. The evening part-time Grade 12 upgrading program, offered through blended distance delivery and also a mid-year investment program, demonstrates the demand for those who are under-employed to improve their secondary education in order to be able to meet admission requirements for post-secondary training.
- ▶ The College piloted a project with AE&E to provide the Immigration Branch with access to moodle and the College's server. The need for these types of specialized IT services, and hosting proposals, may grow as organizations see an increased need for knowledge based services.

Recommendations:

It is important that TEL funding increase to meet current and emerging TEL trends. The ET Consultant is instrumental in moving the College's key TEL initiatives forward. It is also important that TEL funding increase so the College can continue to form partnerships in the delivery of TEL services, to continue to conduct research, and to further develop.



Human Resources

In order to continue to build capacity and meet the training demands in the region, the College augmented its commitment to training for business and industry and increased the commitment to marketing, hence requiring a re-alignment of staffing. The College also experienced significant turnover in managerial staff in 2006/07.

Organizational Changes

Significant changes to the organizational design of the College in 2006/07 included:

- ▶ Creation of a position to lead and develop the overall College marketing plan, including international student recruitment. The Marketing Manager also manages the University program area.
- ▶ Creation of a Director of Programs and Employer Services position responsible for the development and administration of Learner Services, Program Development, and Business and Industry departments.
- ▶ Creation of a program manager position in the area of Business and Industry responsible for transitioning the former Learning Centre Coordinator positions into the role of Training Consultants, and leading strategy development on-determining and responding to the needs of the business and industry sectors in the region.
- ▶ Expanding the area of Technology Enhanced Learning by increasing the Educational Technology Consultant position to a 1.0 FTE.
- ▶ Increasing the Adult Basic Education Manager position to a full-time status to accommodate the increasing demand for ABE programming.

Professional Development

During the 2006-2007 fiscal year Cumberland College staff continued to improve their professional development by participating in a variety of activities. The majority of activities involved attendance of various workshops, conferences, as well as credit and non-credit courses.

All Cumberland College staff participated in a 1 day misconception workshop to learn about aboriginal cultures and some of the myths surrounding these cultures. As well, the College completed and submitted the College job audit to the Nipawin Representative Workforce Coordinator.

Staffing

The realignment and augmentation of staffing to meet increased programming demands resulted in a number of new employees working at the College and some existing staff moving into different positions.

During the 2006/07 program year, the College celebrated 15 years of service with 3 employees, 10 years of service with 2 employees, and 5 years of service with 3 employees.



Cumberland College Staff 2006-07

Administration

Beverly Bothorel	Accounting Clerk
Jennifer McBain	Executive Assistant
Dara McMunn	Director of Development
Valerie Mushinski	Chief Executive Officer
Carla Scowen	Accounts Payable/Receivable Clerk
Leslee Serack	Director of Finance

Program Staff

Donelda Brady	Training Consultant
Sherilyn Coates	Counsellor
Margaret Elchuk	Site Attendant
Lynette Gerski	Program Assistant
Debbie Grassing	Receptionist
Della Joinson	Site Attendant
Linda Kerslake	Manager, Adult Basic Education & Literacy
Kirk Kezema	Educational Technology Consultant
Susan Kiverago	Counsellor
Corinne Lam Ma	Counsellor
Jean Lidster	Manager, Program Development
Marie Marshall	Program Assistant
Heather Martens	Receptionist
Jackie Masich	Training Consultant
Lynda McPhee	Literacy Coordinator
Brenda Mellon	Manager, Marketing & University
Diane Muir	Site Attendant
Laurie Nielsen	Training Consultant
Darcy Neufeld	Receptionist
Greg Nelson	Transitions to Employment Coordinator
Myra Paslowski	Receptionist
Gloria Rommel	Receptionist
Joy Solsten	Manager, Technical, Future Skills, and Agriculture
Norma Stephanson	Counsellor
Sandra Stephenson	Manager, Learner Services
Gloria Stushnoff	Transitions to Employment Coordinator
Tracy Szydlowski	Receptionist
Angele Teale	Site Attendant
Cory Teale	IT Analyst
Debbie Turgeon	Registrar
Elaine Valleau	Counsellor
Kellie Waldner	CASS Counsellor/Program Development Coordinator
Trudi Webster	Manager, Business & Industry
Amanda White	Site Attendant
Edwin Whitehead	Counsellor
Brandy Wicks	Counsellor



Eleanor Wiebe	Program Assistant
Tyler Wood	IT Assistant
Mike Woodward	Counsellor
Debbie Zazelenchuk	Technical Programs Coordinator

Instructional Staff

Dorothy Allen	Adult Basic Education
Diane Barnett	Office Education
Diane Berge	Teacher Assistant/Early Childhood Education
Myrne Boe	Adult Basic Education
Darrell Collins	Adult Basic Education
Lori Constant	Adult Basic Education
Melanie Donald	Practical Nurse
Janice Dyck	Adult Basic Education
Beth Goertzen	Adult Basic Education
Mike Hardwicke	Adult Basic Education
Jeannine Hinrichson	Practical Nurse
Sherry Humphries	Teacher Assistant/Early Childhood Education
Randy Joinson	Pre-employment Carpentry
Kathie Jones	Adult Basic Education
Carroll Joyes	Continuing Care Assistant
Jim Kulpa	Adult Basic Education
Alain Larivee	Welder Upgrader
Trevor Leader	Pre-employment Welding
Lynda McPhee	LINC ESL
Daniel Nickel	Adult Basic Education
Ruth Pederson	Adult Basic Education
Dawn Schumilas	Business Certificate
Grace Siermachesky	Institutional Cooking
Linda Slater	Adult Basic Education
Andrea Staples	Practical Nurse
Teri Thompson	Adult Basic Education
Brandie Trew	Adult Basic Education
Lynn Verklan	Office Education
Dennis Wiebe	Adult Basic Education

CUMBERLAND REGIONAL COLLEGE
Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Neumann & Neumann Chartered Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.



Chief Executive Officer



Director of Finance

September 27, 2007
Date

Letter of Transmittal

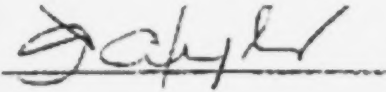
September 27, 2007

Honourable Warren McCall
Minister of Advanced Education and Employment
Room 322, Legislative Building
2405 Legislative Drive
REGINA SK S4S 0B3

Dear Minister McCall:

On behalf of the board of directors of Cumberland Regional College, and in accordance with the provisions of The Regional Colleges Act, I am pleased to submit the audited financial statements of Cumberland Regional College for the fiscal year ending June 30, 2007.

Respectfully submitted,



Maurice Taylor, Chair
Cumberland Regional College

Financial Statements

June 30, 2007

Neumann & Neumann
Chartered Accountants

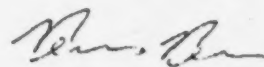
Board of Directors
Cumberland Regional College
Nipawin, Saskatchewan

AUDITORS' REPORT

We have audited the statement of financial position of Cumberland Regional College as at June 30, 2007 and the statements of operations, changes in net assets and cash flows for the year then ended. The College's management is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2007 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.



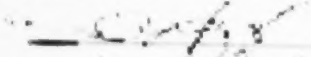
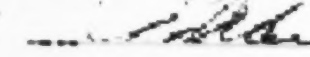
September 18, 2007
Nipawin, Saskatchewan

Chartered Accountants

CUMBERLAND REGIONAL COLLEGE
STATEMENT OF FINANCIAL POSITION
AS AT JUNE 30, 2007
Statement 1

	Operating Fund	Capital Fund	2007 Total	2006 Total
ASSETS				
Current Assets				
Cash	\$ 1,537,901	\$ 585,000	\$ 2,122,901	\$ 1,992,579
Accounts receivable (note 3)	201,492	-	201,492	239,671
Prepaid expenses	21,842	-	21,842	17,393
	1,761,234	585,000	2,346,234	2,249,643
Capital Assets (note 4)	-	752,799	752,799	718,923
	\$ 1,761,234	\$ 1,337,799	\$ 3,099,033	\$ 2,968,566
LIABILITIES				
Current Liabilities				
Accrued salaries and benefits	\$ 123,745	\$ -	\$ 123,745	\$ 100,630
Accounts payable and accrued liabilities (note 6)	236,609	-	236,609	91,928
Unearned revenue (note 7)	584,336	-	584,336	485,693
	944,690	-	944,690	678,251
NET ASSETS				
Invested in capital assets	-	752,799	752,799	718,923
Internally restricted (note 8)	659,541	585,000	1,244,541	1,442,659
Unrestricted	157,004	-	157,004	128,733
	816,545	1,337,799	2,154,343	2,290,315
	\$ 1,761,234	\$ 1,337,799	\$ 3,099,033	\$ 2,968,566

APPROVED ON BEHALF OF THE BOARD

 Director
 Director

CUMBERLAND REGIONAL COLLEGE

**STATEMENT OF OPERATIONS
FOR THE YEAR ENDED JUNE 30, 2007
Statement 2**

	Operating Fund			Capital Fund		Total	
	2007 Budget (Note 10)	2007	2006	2007	2006	2007	2006
Revenues (Schedule 1)							
Provincial Government	\$ 3,453,232	\$ 4,221,973	\$ 3,336,734	\$ 25,000	\$ -	\$ 4,246,973	\$ 3,336,734
Federal Government	42,696	19,470	51,507	-	-	19,470	51,507
Other Revenue	700,675	1,094,488	989,400	-	-	1,094,488	989,400
	4,196,603	5,335,931	4,377,641	25,000	-	5,360,931	4,377,641
Expenses (Schedule 2)							
Agency contracts	503,397	832,844	592,559	-	-	832,844	592,559
Amortization	-	-	-	132,353	128,299	132,353	128,299
Equipment	119,679	236,504	134,086	-	-	236,504	134,086
Facilities	227,222	248,311	176,416	-	-	248,311	176,416
Information technology	60,760	44,308	50,629	-	-	44,308	50,629
Operating (Schedule 3)	480,418	687,357	524,346	-	-	687,357	524,346
Personnel services	3,061,913	3,315,225	2,826,995	-	-	3,315,225	2,826,995
	4,453,389	5,364,550	4,305,031	132,353	128,299	5,496,903	4,433,330
Excess (deficiency) of revenues over expenses	\$ (256,786)	\$ (28,619)	\$ 72,610	\$ (107,353)	\$ (128,299)	\$ (135,972)	\$ (55,689)

see accompanying notes

CUMBERLAND REGIONAL COLLEGE

**STATEMENT OF CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2007**

Statement 3

	2007				2006
	Invested in capital assets	Restricted	Unrestricted	Total	Total
Net assets, beginning of year	\$ 718,923	\$ 1,442,659	\$ 128,733	\$ 2,290,315	\$ 2,346,004
Deficiency of revenues over expenses	(107,353)	-	(28,619)	(135,972)	(55,689)
Interfund transfers:					
Investment in capital assets	141,229	-	(141,229)	-	-
Internally imposed restrictions	-	(198,118)	198,118	-	-
Net assets, end of year	\$ 752,799	\$ 1,244,541	\$ 157,004	\$ 2,154,343	\$ 2,290,315

	Balance, beginning of the year	To Restricted	From Restricted	Balance, end of the year
<u>Internally Restricted (Note 8)</u>				
Operations	\$ -	\$ 75,305	\$ -	\$ 75,305
Professional development	30,000	-	(15,000)	15,000
Personal professional development	-	19,340	-	19,340
Curriculum development	-	6,993	-	6,993
ABE resources	-	6,197	-	6,197
Programs	839,759	-	(439,815)	399,944
Innovation fund	-	136,762	-	136,762
Capital	276,900	76,459	(128,359)	225,000
Nipawin facility	150,000	150,000	-	300,000
Tisdale facility	146,000	54,775	(140,775)	60,000
	\$ 1,442,659	\$ 525,831	\$ (723,949)	\$ 1,244,541

see accompanying notes

CUMBERLAND REGIONAL COLLEGE

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2007
Statement 4**

	2007	2006
Cash flows from (used in) operating activities		
Deficiency of revenues over expenses	\$ (135,972)	\$ (55,689)
Amortization of capital assets	132,353	128,299
Net change in non-cash working capital (note 9)	300,169	(207,875)
	296,551	(135,265)
Cash flows from (used in) investing activities		
Purchase of capital assets	(166,229)	(90,877)
Proceeds on disposal of investments	-	100,000
	(166,229)	9,123
Net increase (decrease) in cash	130,322	(126,142)
Cash, beginning of year	1,992,579	2,118,721
Cash, end of year	\$ 2,122,901	\$ 1,992,579

see accompanying notes

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING FUND REVENUES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2007

Schedule 1

	General		Skills Training		Basic Education		University		Services		2007 Budget	2006 Total
			Credit	Non-credit	Credit	Non-credit	Credit		Learner Support	Counsel		
(Note 10)												
Provincial Government												
Saskatchewan Advanced Education and Employment												
Operating grant	\$ 1,619,595	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,619,595	\$ 1,497,061
Program payments	-	1,209,761	1,542	613,103	94,571	83,615	123,059	-	2,125,651	1,820,479	1,640,791	
Other	-	-	-	-	-	-	-	15,590	-	15,590	135,692	23,979
	1,619,595	1,209,761	1,542	613,103	94,571	83,615	138,649	-	3,760,835	3,453,232	3,101,137	
Other Provincial	41,746	117,317	15,717	16,467	158,060	719	10,747	100,365	461,138	-	235,597	
	1,661,341	1,327,077	17,259	629,570	252,631	84,334	149,395	100,365	4,221,973	3,453,232	3,336,734	
Federal Government												
Admin recovery	-	-	-	-	-	-	-	-	-	-	-	-
Seat purchases	-	-	-	-	-	-	-	-	-	-	-	-
Projects	-	-	-	-	-	-	-	-	-	-	-	-
Other	130	-	-	-	19,340	-	-	-	-	-	42,696	38,282
	130	-	-	-	19,340	-	-	-	-	-	19,470	13,225
Other Revenue												
Admin recovery	4,003	-	-	-	-	-	-	-	4,003	-	-	4,573
Contracts	700	15,016	2,841	294,894	15,869	6,308	2,153	220	338,000	188,392	300,196	
Interest	109,751	-	-	-	-	-	-	-	109,751	65,000	90,195	
Rents	690	-	-	-	-	-	-	-	690	-	280	
Resale items	4,185	54,422	11,833	-	961	20,323	-	-	91,724	42,000	105,482	
Tuition	-	377,619	152,883	-	1,488	3,488	6,606	-	542,084	391,493	466,800	
Other	646	3,935	-	-	-	807	2,850	-	8,238	13,790	21,874	
	119,974	450,992	167,557	294,894	18,319	30,926	11,608	220	1,094,488	700,675	989,400	
Total revenues	1,781,444	1,778,069	184,816	924,464	290,290	115,260	161,003	100,585	5,335,931	4,196,603	4,377,641	
Total operating fund expenses (Schedule 2)	1,932,176	1,460,321	134,934	869,500	249,922	217,278	334,413	166,006	5,364,550	4,453,389	4,305,031	
Excess (deficiency) of revenues over expenses	\$ (150,732)	\$ 317,749	\$ 49,882	\$ 54,964	\$ 40,367	\$ (102,019)	\$ (173,409)	\$ (65,421)	\$ (28,619)	\$ (256,786)	\$ 72,610	

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING FUND EXPENSES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2007
Schedule 2

	General	Skills Training		Basic Education		University	Services		Total	2007 Budget	2006 Total
		Credit	Non-credit	Credit	Non-credit		Learner Support	Counsel			
Agency contracts	\$ -	\$ 687,190	\$ 45,774	\$ 1,573	\$ 44,730	\$ 48,272	\$ 5,305	\$ -	\$ 832,844	\$ 503,397	\$ 592,559
Equipment	164,676	18,634	8,447	12,435	2,880	15,633	9,635	4,164	236,504	119,679	134,086
Facilities	149,533	56,331	891	24,089	15,826	1,640	-	-	248,311	227,222	176,416
Information technology	34,782	4,344	2,100	587	-	-	621	1,875	44,308	60,760	50,629
Operating (Schedule 3)	316,709	132,906	42,982	105,235	17,352	45,530	18,270	8,374	687,357	480,418	524,346
Personnel services	1,266,476	560,916	34,740	725,581	169,134	106,203	300,583	151,592	3,315,225	3,061,913	2,826,995
	\$ 1,932,176	\$ 1,460,321	\$ 134,934	\$ 869,500	\$ 249,922	\$ 217,278	\$ 334,413	\$ 166,006	\$ 5,364,550	\$ 4,453,389	\$ 4,305,031
		\$ 1,595,254		\$ 1,119,422			\$ 500,419				

See accompanying notes

CUMBERLAND REGIONAL COLLEGE
SCHEDULE OF OPERATING EXPENSES
FOR THE YEAR ENDED JUNE 30, 2007
Schedule 3

	2007 Budget (Note 10)	2007 Total	2006 Total
Advertising	\$ 70,252	\$ 83,986	\$ 67,017
Association fees and dues	15,260	12,706	11,907
Financial services	1,225	1,901	1,245
In-service	32,215	13,733	11,277
Insurance	8,445	9,256	9,934
Materials and supplies	92,522	162,802	100,511
Postage, freight and courier	15,456	17,887	18,205
Printing and copying	25,350	28,248	16,139
Professional services	25,100	71,311	28,298
Resale items	40,000	107,346	103,563
Subscriptions	2,300	5,742	1,790
Telephone and fax	50,995	50,538	47,243
Travel	73,648	104,629	84,897
Other	27,650	17,273	22,320
	\$ 480,418	\$ 687,357	\$ 524,346

see accompanying notes

Notes to the Financial Statements

June 30, 2007

1. PURPOSE AND AUTHORITY

The Cumberland Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocation training to meet the needs of the regional constituents and industry. The Cumberland Regional College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

(a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives.

(i) Operating Fund

The operating fund accounts for the College's program delivery, service and administrative activities.

(ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

(b) Revenue recognition

The College follows the restricted fund method of accounting for contributions. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

(c) Capital assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing under \$500 are expensed in the current year. Capital assets are amortized on a straight-line basis over their estimated useful lives as follows, and amortization is reported as an expense in the capital fund.

Buildings	5%
Leasehold improvements	5%
Furniture and equipment	10% to 33%
Vehicles	20%

(d) Use of estimates

These statements are prepared in accordance with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

(e) Cash

Cash is represented by cash on hand and balances with banks.

Notes to the Financial Statements

June 30, 2007

3. ACCOUNTS RECEIVABLE

	2007	2006
Saskatchewan Advanced Education and Employment	\$ 92,006	\$ 95,737
Federal Government	14,588	8,030
Other	94,898	135,904
	\$ 201,492	\$ 239,671

4. CAPITAL ASSETS

	Cost	2007 Accumulated Amortization	Net Book Value	2006 Net Book Value
Buildings	\$ 1,114,387	\$ 541,526	\$ 572,861	\$ 487,805
Leasehold improvements	258,242	135,654	122,588	135,500
Furniture and equipment	639,506	582,156	57,349	95,618
Vehicles	23,486	23,486	-	-
	\$ 2,035,621	\$ 1,282,822	\$ 752,799	\$ 718,923

5. LEASE OBLIGATIONS

The College is committed under an annual term lease for office space at the following minimum amount for the next year (exclusive of proportionate increases and additional occupancy costs – the lease is negotiated annually):

2008	\$	23,897
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The College is committed under an operating lease for office equipment as follows:

2008	\$	34,227
2009		12,835

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2007	2006
Provincial Government	\$ 13,388	\$ 4,763
Federal Government	99,856	95
Other	123,366	87,070
	\$ 236,609	\$ 91,928

7. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2007	2006
Saskatchewan Advanced Education and Employment	\$ 584,336	\$ 485,693

Notes to the Financial Statements

June 30, 2007

8. RESTRICTIONS ON NET ASSETS

During the year the Board of Directors reallocated \$525,831 within the internally restricted fund to be used for various purposes as indicated on Statement 3. The Board of Directors also approved the transfer of \$198,118 from internally restricted net assets to unrestricted net assets.

9. NET CHANGE IN NON-CASH WORKING CAPITAL

	2007	2006
Accounts receivable	\$ 38,179	\$ 51,750
Prepaid expenses	(4,449)	(4,645)
Accounts payable and accrued liabilities and accrued salaries and benefits	167,796	(80,499)
Unearned revenue	98,643	(174,481)
	<u>\$ 300,169</u>	<u>\$ (207,875)</u>

10. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 23, 2006. The Minister approved the budget on July 25, 2006.

11. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

Related party expenses during the year were as follows:

	2007	2006
SaskEnergy	\$ 645	\$ -
SaskPower	265	-
SaskTel and SaskTel Mobility	50,538	50,276
Saskatchewan Institute of Applied Science and Technology	162,697	346,666
Saskatchewan Property Management	78,255	73,051
University of Saskatchewan	63,212	40,356
University of Regina	5,092	50,261
	<u>\$ 359,794</u>	<u>\$ 560,610</u>

Other transactions with related parties are disclosed elsewhere in these financial statements and related notes.

Notes to the Financial Statements

June 30, 2007

12. FINANCIAL INSTRUMENTS

The College's significant financial instruments consist of cash, accounts receivable, accounts payable and accrued liabilities, and accrued salaries and benefits.

- (a) The carrying amount of cash, accounts receivable, accounts payable and accrued liabilities, and accrued salaries and benefits approximates fair market value due to the short term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing, or certainty of future cash flows.
- (b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables are from the provincial and federal government, therefore, credit risk is minimal.

13. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of three pension plans. Teachers and other employees holding a teaching certificate participate in the Teachers' Superannuation Plan (TSP) or the Saskatchewan Teachers Retirement Plan (STRP) which are administered by the Teachers' Superannuation Commission and the Saskatchewan Teachers' Federation respectively. The Board has no financial obligation to TSP or STRP. Eligible employees contribute to TSP and STRP for their current service. No matching contribution is made by the College. The General Revenue Fund is responsible for the required employer contributions of STRP and for the financial obligations of the TSP. All other employees participate through Municipal Employees' Pension Plan (MEPP) which is a multi-employer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to \$79,272 (2006 - \$62,358).

Glossary of Terms

AE&E: Advanced Education & Employment

CASS: Canadian Agriculture Skills Service

Casual Student: A person taking courses within a program group that collectively totals less than 30 hours of scheduled time.

Community/Individual Non Credit: Education and training that leads to or enhances a person's employability or enhances community and/or social development, but does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency

Completer: A student who has completed the time requirement of a course or all courses within a program session.

Completed Successfully: A student who has successfully completed all requirements of a non-credit program.

CRC: Cumberland Regional College

Credit: Learning which is certified by a recognized body.

Distinct Student: An individual participating, over an identified period of time, in one or more program sessions offered by the College.

EI: Employment Insurance.

ELT: English Language Training.

ESL: English as a second language.

FLE: (Full Load Equivalency) The total participant hours divided by the generally accepted full-load equivalent factor for a program group.

FTE: Full time equivalency for staff.

Full-Time Student: A person taking courses that collectively require a minimum of 18 hours of scheduled class time per week, for a minimum period of 12 weeks. There are two exceptions to this definition:

- a) For Apprenticeship and Trade: a complete level (the length depends on the trade) is required and
- b) For university courses: a minimum of 216 hours of scheduled class time for the academic year.

GED: General Education Development: A series of exams that are written to determine grade 12 equivalency.

Graduate: A student who has successfully completed all program requirements and has attained a level of standing resulting in credit recognition from an accrediting institution, industry, and/or regulatory body.

Industry Credit: Education and training which leads to a credential that is recognized by an industry association, sector, regulatory body, or licensing agency.

Industry Non Credit: Education and training that meets the specific needs identified for an industry, group, firm, or sector, that does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency.

Institute Credit: Education and training which leads to a credential (certificate, diploma, degree) from a recognized credit granting agency.

IT: Information Technology.

LINC: Language Instruction for Newcomers to Canada.

Non-Credit: Learning which may include some form of evaluation but does not result in certification by a recognized body.

Participant Hours: The total time (in hours) that a student is actively involved in a program (course) session.

Part-Time Student: A person taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Personal Interest Non-Credit: Education and training that meets the needs of individuals or groups for the purpose of enhancing their hobby, leisure, and recreational skills.

Program: A course of study based on a curriculum, plan, or system of academic and related activities that have a definite duration (hours/credit hours).

Registration: The number of students registered.

SAF: Saskatchewan Agriculture & Food

SARs: Social Assistance Recipients.

SCN: Saskatchewan Communications Network is a satellite delivery system for distance education courses.

Services: The formal act (activities which are tracked) of helping, providing assistance, and/or advice.

SIS: Student Information System is a computerized system used by the Regional Colleges for all student enrollment information. This system is also referred to as OCSM, or One Client Service Model. This system is also used by a number of other partners.

TEL: Technology Enhanced Learning is a program provided to Regional Colleges to assist colleges in obtaining the means to deliver more courses through distance learning, using a variety of technology.

U of R: University of Regina

U of S: University of Saskatchewan

Student Enrollments

	Program Groups	Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAS	82	65	8	76.03	68	57	2	67.74
	Other	14	17	0	17.15	10	2	0	12.95
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	96	82	8	93.18	78	59	2	80.69
	Industry Credit:								
	Total Industry Credit	0	90	261	43.57	0	146	373	129.92
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	53	382	27.33	0	62	350	28.42
	TOTAL SKILLS TRAINING	96	225	651	164.1	78	267	725	239.03
BASIC EDUCATION	BE Credit:								
	Adult 12	79	39	0	83.8	76	49	0	71.44
	Adult 10	55	19	0	52.46	86	30	0	84.34
	Academic GED	0	0	0	0	0	0	0	4.12
	Total BE Credit	134	58	0	136.3	165	79	0	159.90
	BE Non-Credit:								
	Employability/Life Skills	0	14	0	33.97	18	8	0	26.67
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	0	11	0	0.63	30	26	0	38.82
	Literacy	19	0	0	2.352	0	0	0	0
	Total BE Non-Credit	19	25	0	36.95	48	34	0	65.49
	TOTAL BASIC EDUCATION	153	83	0	173.2	213	113	0	225.39
UNIVERSITY	Total University	17	53	N/A	26.08	15	40	N/A	21.60
	TOTAL ENROLLMENT	266	361	651	363.4	306	420	725	486.02

Curriculum Regional College Consortium Student Enrollment: Moffatt Campus

	Program Groups	Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAS	82	65	8	76.03	35	31	0	34.21
	Other	14	17	0	17.15	0	0	0	0
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	96	82	8	93.18	35	31	0	34.21
	Industry Credit:								
	Total Industry Credit	0	90	261	43.57	0	59	146	48.54
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	53	382	27.33	0	15	108	8.08
	TOTAL SKILLS TRAINING	96	225	651	164.08	35	105	254	90.82
ADULT BASIC EDUCATION	BE Credit:								
	Adult 12	0	39	0	83.80	35	15	0	27.20
	BE 10	55	19	0	52.46	33	11	0	32.23
	Academic GED	0	0	0	0	3	0	0	4.12
	Total BE Credit	55	58	0	136.26	71	26	0	63.54
	BE Non-Credit:								
	Employability/Life Skills	0	14	0	33.97	3	0	0	0.01
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	0	11	0	0.63	30	18	0	38.59
	Literacy	19	0	0	2.35	0	0	0	0
	Total BE Non-Credit	19	25	0	36.95	33	18	0	38.60
	TOTAL ADULT BASIC EDUCATION	74	83	0	173.21	104	44	0	102.15
UNIVERSITY	Total University	17	53	N/A	26.08	12	22	N/A	14.90
	TOTAL ENROLLMENT	187	361	651	363.38	151	171	254	207.87

Continental Regional College Comprehensive Student Enrollment - Actuals Comparison

	Program Groups	Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	Institute Credit:								
TRAINING	SIAS	7	37	4	13.60	21	23	0	22.56
	Other	14	1	0	14.84	0	0	0	0
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	21	38	4	28.44	21	23	0	22.56
	Industry Credit:								
	Total Industry Credit	0	8	57	5.43	0	17	105	20.90
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non- Credit)								
	Total Non-Credit	0	27	120	10.26	0	23	107	9.14
	TOTAL SKILLS TRAINING	21	73	181	44.13	21	63	212	52.60
ADULT BASIC	BE Credit:								
EDUCATION	Adult 12	19	9	0	21.05	14	15	0	18.15
	BE 10	12	4	0	12.51	27	12	0	30.63
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	31	13	0	33.56	41	27	0	48.78
	BE Non-Credit:								
	Employability/Life Skills	0	14	0	30.50	15	8	0	26.65
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	0	11	0	0.63	0	7	0	0.20
	Literacy	19	0	0	2.35	0	0	0	0
	Total BE Non-Credit	19	25	0	33.48	15	15	0	26.85
	TOTAL ADULT BASIC EDUCATION	50	38	0	67.04	56	42	0	75.63
UNIVERSITY	Total University	5	16	N/A	7.60	0	8	N/A	2.00
	TOTAL ENROLLMENT	76	127	181	118.77	77	113	212	130.2

Continental Regional College Comprehensive Student Enrollment - Actuals Comparison

	Program Groups	Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	Institute Credit:								
TRAINING	SIAS	15	27	119	26.15	13	3	0	10.95
	Other	0	0	0	0	10	2	0	12.95
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	15	27	119	26.15	23	5	0	23.90
	Industry Credit:								
	Total Industry Credit	0	6	4	8.33	0	62	129	58.88
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	7	126	7.08	0	16	88	7.67
	TOTAL SKILLS TRAINING	15	40	249	41.57	23	83	217	90.44
ADULT BASIC	BE Credit:								
EDUCATION	Adult 12	5	16	0	7.60	16	11	0	14.82
	BE 10	10	32	0	15.20	21	1	0	17.09
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	15	48	0	22.8	37	12	0	31.91
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	0	0	0	0	0	1	0	0.03
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	1	0	0.03
	TOTAL ADULT BASIC EDUCATION	15	48	0	22.8	37	13	0	31.93
UNIVERSITY	Total University	0	7	N/A	7.08	0	23	N/A	4.70
	TOTAL ENROLLMENT	30	95	249	71.45	60	119	217	127.08

Student Enrollments

Program Groups		Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAS	82	65	8	76.03	68	57	2	67.74
	Other	14	17	0	17.15	10	2	0	12.95
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	96	82	8	93.18	78	59	2	80.69
	Industry Credit:								
	Total Industry Credit	0	90	261	43.57	0	146	373	129.92
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	53	382	27.33	0	62	350	28.42
	TOTAL SKILLS TRAINING	96	225	651	164.1	78	267	725	239.03
BASIC EDUCATION	BE Credit:								
	Adult 12	79	39	0	83.8	76	49	0	71.44
	Adult 10	55	19	0	52.46	86	30	0	84.34
	Academic GED	0	0	0	0	0	0	0	4.12
	Total BE Credit	134	58	0	136.3	165	79	0	159.90
	BE Non-Credit:								
	Employability/Life Skills	0	14	0	33.97	18	8	0	26.67
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	0	11	0	0.63	30	26	0	38.82
	Literacy	19	0	0	2.352	0	0	0	0
	Total BE Non-Credit	19	25	0	36.95	48	34	0	65.49
	TOTAL BASIC EDUCATION	153	83	0	173.2	213	113	0	225.39
UNIVERSITY	Total University	17	53	N/A	26.08	15	40	N/A	21.60
	TOTAL ENROLLMENT	266	361	651	363.4	306	420	725	486.02

Cumberland Regional College Comprehensive Student Enrollment: Melfort Campus

Program Groups		Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAS	82	65	8	76.03	35	31	0	34.2
	Other	14	17	0	17.15	0	0	0	0
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	96	82	8	93.18	35	31	0	34.2
	Industry Credit:								
	Total Industry Credit	0	90	261	43.57	0	59	146	48.54
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	53	382	27.33	0	15	108	8.09
	TOTAL SKILLS TRAINING	96	225	651	164.08	35	105	254	90.83
ADULT BASIC EDUCATION	BE Credit:								
	Adult 12	0	39	0	83.80	35	15	0	37.2
	BE 10	55	19	0	52.46	33	11	0	32.23
	Academic GED	0	0	0	0	3	0	0	4.12
	Total BE Credit	55	58	0	136.26	71	26	0	73.54
	BE Non-Credit:								
	Employability/Life Skills	0	14	0	33.97	3	0	0	0.0
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	0	11	0	0.63	30	18	0	38.53
	Literacy	19	0	0	2.35	0	0	0	0
	Total BE Non-Credit	19	25	0	36.95	33	18	0	36.6
	TOTAL ADULT BASIC EDUCATION	74	83	0	173.21	104	44	0	110.14
UNIVERSITY	Total University	17	53	N/A	26.08	12	22	N/A	14.7
	TOTAL ENROLLMENT	187	361	651	363.38	151	171	254	205.67

Cumberland Regional College Comprehensive Student Enrollment: Nipawin Campus

		Actuals							
		2005-2006				2006-2007			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	Institute Credit:								
TRAINING	SIAS	7	37	4	13.60	21	23	0	22.56
	Other	14	1	0	14.84	0	0	0	0
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	21	38	4	28.44	21	23	0	22.56
	Industry Credit:								
	Total Industry Credit	0	8	57	5.43	0	17	105	20.90
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non- Credit)								
	Total Non-Credit	0	27	120	10.24	0	23	107	9.14
	TOTAL SKILLS TRAINING	21	73	181	44.13	21	63	212	52.60
ADULT BASIC	BE Credit:								
EDUCATION	Adult 12	19	9	0	21.05	14	15	0	19.18
	BE 10	12	4	0	2.51	27	12	0	30.63
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	31	13	0	33.56	41	27	0	49.81
	BE Non-Credit:								
	Employability/Life Skills	0	14	0	30.50	13	8	0	26.65
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	0	1	0	1.53	0	0	0	0.20
	Literacy	19	0	0	8.35	0	0	0	0
	Total BE Non-Credit	19	15	0	39.48	13	8	0	26.85
	TOTAL ADULT BASIC EDUCATION	50	38	0	67.04	54	42	0	76.66
UNIVERSITY	Total University	5	16	N/A	7.40	0	8	N/A	2.00
	TOTAL ENROLLMENT	76	127	181	118.77	77	113	212	130.2

Cumberland Regional College Comprehensive Student Enrollment: Tisdale Campus

		Actuals							
		2005-2006				2006-2007			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	Institute Credit:								
TRAINING	SIAS	15	27	119	26.15	13	3	0	10.95
	Other	0	0	0	0	10	2	0	12.95
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	15	27	119	26.15	23	5	0	23.90
	Industry Credit:								
	Total Industry Credit	0	6	4	8.33	0	62	129	58.88
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	7	126	7.08	0	16	88	7.67
	TOTAL SKILLS TRAINING	15	40	249	41.57	23	83	217	90.44
ADULT BASIC	BE Credit:								
EDUCATION	Adult 12	5	16	0	7.60	16	11	0	14.82
	BE 10	10	32	0	15.20	21	1	0	17.09
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	15	48	0	22.8	37	12	0	31.91
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	0	0	0	0	1	0	0	3.63
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	1	0	0	0.03
	TOTAL ADULT BASIC EDUCATION	15	48	0	22.8	37	13	0	31.93
UNIVERSITY	Total University	0	7	N/A	7.08	0	23	N/A	4.70
	TOTAL ENROLLMENT	30	95	249	71.45	60	119	217	127.08

Cumberland Regional College Comprehensive Student Enrollment: Hudson Bay Campus									
Program Groups		Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAS	17	9	0	13.47	0	0	2	0.02
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	17	9	0	13.47	0	0	2	0.02
	Industry Credit:								
	Total Industry Credit	0	0	13	1.33	0	5	13	1.61
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	3	44	2.19	0	3	64	3.54
	TOTAL SKILLS TRAINING	17	12	57	16.99	0	8	79	5.17
ADULT BASIC EDUCATION	BE Credit:								
	Adult 12	11	10	0	12.41	11	8	0	11.27
	BE 10	10	3	0	9.44	5	6	0	4.40
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	21	13	0	21.85	16	14	0	15.67
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	0	0	0
	TOTAL ADULT BASIC EDUCATION	21	13	0	21.85	16	14	0	15.67
UNIVERSITY	Total University	0	1	N/A	0.10	0	0	N/A	0
	TOTAL ENROLLMENT	38	26	57	38.94	16	22	79	20.84

Student Age By Program Groups

5 Year Comparison of Median Age of Students at Cumberland Regional College					
	2002-03	2003-04	2004-05	2005-06	2006-07
Institute Credit	34.8	34.6	31.1	30.1	29.9
Industry Credit	39.4	37.1	33.6	40.0	38.3
Industry NC	42.8	43.4	43.6	35.5	44.5
Community/Individual NC	46.1	46.8	51.6	52.5	51.5
Personal Interest NC	45.9	45.8	48.8	48.2	49.0
Basic Education	27.4	27.3	26.7	26.5	27.2
University	23.9	19.0	21.3	24.4	22.8

5 Year Comparison of Average Age of Students at Cumberland Regional College					
	2002-03	2003-04	2004-05	2005-06	2006-07
Institute Credit	35.7	35.8	33.1	31.1	33.1
Industry Credit	37.5	36.2	34.9	39.4	37.8
Industry NC	42.2	40.8	41.7	35.7	43.7
Community/Individual NC	45.8	46.9	51.4	49.6	50.4
Personal Interest NC	44.4	46.2	47.9	46.3	41.9
Basic Education	29.4	29.8	30.1	29.1	29.7
University	28.1	26.2	26.7	30.4	27.9

		Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	Institute Credit:								
TRAINING	SIAS	17	9	0	13.47	0	0	2	0.02
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	17	9	0	13.47	0	0	2	0.02
	Industry Credit:								
	Total Industry Credit	0	0	13	1.33	0	5	13	1.61
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	3	44	2.19	0	3	64	3.54
	TOTAL SKILLS TRAINING	17	12	57	16.99	0	8	79	5.17
ADULT BASIC EDUCATION	BE Credit:								
	Adult 12	11	10	0	12.41	11	8	0	11.27
	BE 10	10	3	0	9.44	5	6	0	4.40
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	21	13	0	21.85	16	14	0	15.67
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	0	0	0
	TOTAL ADULT BASIC EDUCATION	21	13	0	21.85	16	14	0	15.67
UNIVERSITY	Total University	0	1	N/A	0.10	0	0	N/A	0
	TOTAL ENROLLMENT	38	26	57	38.94	16	22	79	20.84

Student Age By Program Groups

5 Year Comparison of Median Age of Students at Cumberland Regional College

	2002-03	2003-04	2004-05	2005-06	2006-07
Institute Credit	34.8	34.6	31.1	30.1	29.9
Industry Credit	39.4	37.1	33.6	40.0	38.3
Industry NC	42.8	43.4	43.6	35.5	44.5
Community/ Individual NC	46.1	46.8	51.6	52.5	51.5
Personal Interest NC	45.9	45.8	48.8	48.2	49.0
Basic Education	27.4	27.3	26.7	26.5	27.2
University	23.9	19.0	21.3	24.4	22.8

5 Year Comparison of Average Age of Students at Cumberland Regional College

	2002-03	2003-04	2004-05	2005-06	2006-07
Institute Credit	35.7	35.8	33.1	31.1	33.1
Industry Credit	37.5	36.2	34.9	39.4	37.8
Industry NC	42.2	40.8	41.7	35.7	43.7
Community/ Individual NC	45.8	46.9	51.4	49.6	50.4
Personal Interest NC	44.4	46.2	47.9	46.3	41.9
Basic Education	29.4	29.8	30.1	29.1	29.7
University	28.1	26.2	26.7	30.4	27.9

Equity Participation Completers & Graduates By Program Groups

		Actuals																	
		2005-2006									2006-2007								
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
Program Groups		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
SKILLS TRAINING	Institute Credit:																		
	SIAS	42	3	19	3	0	1	3	1	0	23	3	14	1	0	1	2	2	0
	Other:	24	13	0	0	0	0	0	0	0	2	0	1	0	0	0	2	1	1
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	66	16	19	3	0	1	3	1	0	25	3	15	1	0	1	4	3	1
	Industry Credit:																		
	Total Industry Credit	40	9	22	4	1	3	10	0	9	69	1	68	8	0	8	12	0	12
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	19	18	0	4	3	0	10	9	0	23	23	0	3	3	0	5	5	0
TOTAL SKILLS TRAINING		125	43	41	11	4	4	23	10	9	117	27	83	12	3	9	21	8	13
BASIC EDUCATION	Basic Education Credit:																		
	Adult 12	70	19	18	4	1	1	11	4	2	79	30	7	6	3	3	12	5	4
	Adult 10	57	14	12	2	2	0	6	1	1	91	17	28	6	5	0	5	0	0
	Academic GED	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
	Total BE Credit	127	33	30	6	3	1	17	5	3	171	47	35	12	8	3	17	5	4
	Basic Education Non-Credit:																		
	Employability/Life Skills	10	0	0	2	0	0	2	0	0	24	5	0	2	1	0	9	3	0
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	1	1	0	0	0	0	0	0	0	39	16	0	2	1	0	10	6	0
	Literacy	7	7	0	1	1	0	2	2	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	18	8	0	3	1	0	4	2	0	63	21	0	4	2	0	19	9	0
TOTAL BASIC EDUCATION		145	41	30	9	4	1	21	7	3	234	68	35	16	10	3	36	14	4
UNIVERSITY	Total University	6	6	0	1	1	0	3	3	0	5	5	0	1	1	0	3	3	0
TOTAL ENROLLMENT		276	90	71	21	9	5	47	20	12	356	100	118	29	14	12	60	25	17

E - Enrollment
C - Completers
G - Graduates

Equity Enrollments By Program Groups

		Actuals																							
SKILLS	Program Groups	2005-2006												2006-2007											
		Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
TRAINING	Institute Credit:																								
	SI/AST	26	16	0	3	0	0	1	2	0	82	72	8	22	1	0	1	0	0	1	1	0	68	57	2
	Other:	9	15	0	0	0	0	0	0	0	14	17	0	1	1	0	0	0	0	1	1	0	10	2	0
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	35	31	0	3	0	0	1	2	0	96	89	8	23	2	0	1	0	0	2	2	0	78	59	2
	Industry Credit:																								
	Total Industry Credit	0	16	24	0	2	2	0	0	10	0	90	261	0	20	49	0	1	7	0	8	4	0	146	373
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	0	2	17	0	1	3	0	4	6	0	53	382	0	7	16	0	1	2	0	1	4	0	62	351
TOTAL SKILLS TRAINING CREDIT		35	49	41	3	3	5	1	6	16	96	232	651	23	29	65	1	2	9	2	11	8	78	267	725
BASIC	Basic Education Credit:																								
EDUCATION	Adult 12	51	19	0	3	1	0	8	3	0	79	41	0	48	31	0	5	1	0	6	6	0	76	49	0
	Adult 10	44	13	0	1	1	0	3	3	0	55	19	0	73	18	0	4	2	0	3	2	0	86	30	0
	Academic GED													1	0	0	0	0	0	0	0	0	3	0	0
	Total BE Credit	95	32	0	4	2	0	11	6	0	134	60	0	122	49	0	9	3	0	9	8	0	165	79	0
	Basic Education Non-Credit:																								
	Employability/Life Skills	0	10	0	0	2	0	0	2	0	0	14	0	10	14	0	1	1	0	4	5	0	19	24	0
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	0	1	0	0	0	0	0	0	0	0	11	0	25	14	0	2	0	0	5	5	0	30	26	0
	Literacy	7	0	0	1	0	0	2	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	7	11	0	1	2	0	2	2	0	19	25	0	35	28	0	3	1	0	9	10	0	49	50	0
TOTAL BASIC EDUCATION		137	92	41	8	7	5	14	14	16	249	317	651	180	106	65	13	6	9	20	29	8	292	396	725
UNIVERSITY	Total	0	6	0	0	1	0	0	3	0	17	53	0	2	3	0	0	1	0	0	3	0	15	40	0
TOTAL ENROLLMENT		309	233	123	19	17	15	29	34	48	594	866	1953	383	241	195	27	14	27	42	69	24	662	1059	2175

Student Success By Program Groups

		Actuals																										
		2005-2006												2006-2007														
	Program Groups	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training					
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas			
Skills Training																												
	Institute Credit:																											
	SIAT	10	37	8	43	12	0	17	12	1	0	1	0	10	50	0	49	8	2	36	15	0	0	9	0			
	Other:	2	13	0	5	0	0	0	0	0	0	0	0	4	1	0	5	0	0	3	0	0	1	0	0			
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	Total Institute Credit	12	50	8	48	12	0	17	12	1	0	1	0	14	51	0	54	8	2	39	15	0	1	9	0			
	Industry Credit:																											
	Total Industry Credit	0	15	11	0	58	178	0	10	0	0	0	0	0	2	1	0	142	373	0	75	1	0	1	0			
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																											
Total Non-Credit	0	50	340	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	62	350	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
TOTAL SKILLS TRAINING		12	115	359	48	70	178	17	22	1	0	1	0	14	115	351	54	150	375	39	30	1	1	10	0			
Basic Education	Basic Education Credit:																											
	Adult 12	25	9	0	29	3	0	12	2	0	27	6	0	38	12	0	19	1	0	13	2	0	22	6	0			
	Adult 10	15	1	0	13	3	0	4	0	0	19	3	0	21	3	0	33	1	0	1	1	0	13	0	0			
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0			
	Total BE Credit	40	10	0	42	6	0	16	2	0	46	9	0	59	15	0	53	2	0	15	3	0	35	6	0			
	Basic Education Non-Credit:																											
	Employability/Life Skills	0	0	0	0	0	0	0	0	0	0	0	0	13	0	0	0	0	0	5	0	0	3	0	0			
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	General Academic Studies	0	11	0	0	0	0	0	0	0	0	0	0	19	10	0	0	0	0	1	1	0	3	0	0			
	Literacy	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Total BE Non-Credit	19	11	0	0	0	0	0	0	0	0	0	0	32	10	0	0	0	0	6	1	0	6	0	0				
TOTAL BASIC EDUCATION		59	21	0	42	6	0	16	2	0	46	9	0	91	25	0	53	2	0	21	4	0	41	6	0			
University	Total University	28	40	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15	38	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
TOTAL ENROLLMENT		99	176	359	90	76	178	33	24	1	46	10	0	120	178	351	107	152	375	60	34	1	42	16	0			

Equity Participation Completers & Graduates By Program Groups

		Actuals																	
		2005-2006									2006-2007								
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
	Program Groups	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
SKILLS TRAINING	Institute Credit:																		
	SIAST	42	3	19	3	0	1	3	1	0	23	3	14	1	0	1	2	2	0
	Other:	24	13	0	0	0	0	0	0	0	2	0	1	0	0	0	2	1	1
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total Institute Credit	66	16	19	3	0	1	3	1	0	25	3	15	1	0	1	4	3	1
	Industry Credit:																		
	Total Industry Credit	40	9	22	4	1	3	10	0	9	69	1	68	8	0	8	12	0	12
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	19	18	0	4	3	0	10	9	0	23	23	0	3	3	0	5	5	0
TOTAL SKILLS TRAINING		125	43	41	11	4	4	23	10	9	117	27	83	12	3	9	21	8	13
BASIC	Basic Education Credit:																		
	Adult 12	70	19	18	4	1	1	11	4	2	79	30	7	6	3	3	12	5	4
	Adult 10	57	14	12	2	2	0	6	1	1	91	17	28	6	5	0	5	0	0
	Academic GED	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
	Total BE Credit	127	33	30	6	3	1	17	5	3	171	47	35	12	8	3	17	5	4
	Basic Education Non-Credit:																		
	Employability/Life Skills	10	0	0	2	0	0	2	0	0	24	5	0	2	1	0	9	3	0
	English Language Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	General Academic Studies	1	1	0	0	0	0	0	0	0	39	16	0	2	1	0	10	6	0
	Literacy	7	7	0	1	1	0	2	2	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	18	8	0	3	1	0	4	2	0	63	21	0	4	2	0	19	9	0
TOTAL BASIC EDUCATION		145	41	30	9	4	1	21	7	3	234	68	35	16	10	3	36	14	4
	Total University	6	6	0	1	1	0	3	3	0	5	5	0	1	1	0	3	3	0
TOTAL ENROLLMENT		131	49	41	12	5	4	26	13	9	122	32	83	13	4	9	24	11	13

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